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ABSTRACT

This practicum involved the design and implementation of a curriculum that allowed 10 students from a private school to translate the theoretical knowledge gained from a previous child development course into a hands-on experience. This was accomplished through the use of regularly scheduled class sessions and a preschool laboratory, in which the students worked 40 minutes a day, 3 days a week. Different areas of the curriculum were addressed each week, and students were able to apply what they learned in the preschool setting. Although the objectives of the practicum were not met exactly as stated, a pretest and posttest showed overall improvement of students' skills and an attitudinal survey completed by students before and after the course indicated positive changes in student attitudes toward children and a favorable response to the experience. Data from daily observations of students showed that, over time, confidence increased, ability to discipline improved, and guidance techniques became more diversified. Recommendations for improvement of the practicum are provided. Appended are a list of 22 references and related project materials. (GLR)

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Development of a High School Level Child Care Training Curriculum Designed to Enhance Post-Graduation Job Skills

by

Linda Lloyd-Zannini

Cohort #43

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A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

Nova University

1991

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to dray from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

9-11-91
Date

Linda Hoyt-Zaruzi
Signature of Student

VERIFICATION FORM

I do, hereby, attest to the fact that this practicum took place as described in this report.

Practicum Title--Development of a High School Level Child Care Training Curriculum Designed to Enhance Post-Graduation Job Skills.

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Abstract

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Discriptors: Child Care/ Child Development/ Job Training/ Training methods/ Early Childhood Education/ Training/ Curriculum/ Pre-School Curriculum/ Home Economics Curriculum/ Vocational Education

Because of the lack of child development, child care, or any child related classes offered to high school students in area private schools, they lack the skills necessary to secure an entry-level job in the field of early childhood once they have graduated from high school.

The author designed and implemented a curriculum that allowed ten students from one area private school to translate the theoretical knowledge gained from a previous child development course into the practical application of a "hands-on" experience. This was accomplished through the use of regularly scheduled class sessions and a pre-school laboratory that the students worked in three days a week for forty minutes per day. Each week focused on different areas including: art, social studies, science, safety, playgrounds, arranging space in the classroom, discipline, positive and negative guidance, storytelling, working with parents, development of the child socially, emotionally, physically and cognitively, developmentally appropriate--age-related skills, food and snacks, diseases, gross motor skills, and fine motor skills. Each week addressed one of the aforementioned areas and allowed the students to apply them in the pre-school setting. The "hands-on" approach allowed the students to apply theoretical knowledge while giving them a great deal of satisfaction.

A pretest and posttest allowed for accurate assessment of whether skills increased during the "hands-on" experience. An attitudinal survey given before and after the course allowed the writer to assess changes in the students attitudes toward the children. An exit interview was also done and it revealed a very favorable response by the students to the experience. Appendices include samples of the test and survey.

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Chapter 1

BACKGROUND

Problem Setting

Early in 1989 the governing board of a small, private, K-12 school located in a large mid-Atlantic coast city made the decision to investigate the possibility of establishing a pre-school/child-care center in a vacant building on the school campus. The school, located in a heavily populated urban area close to the world's largest naval installation, was financially on the verge of collapse, and desperately needed students -- especially in its lower school, where the effects of two bankruptcies in five years and a failed merger attempt were most painfully evident. A consultant, this writer, was hired to study the feasibility of such a center, which, it was hoped, would not only function as a badly needed revenue source, but also as a "feeder base" to boost the enrollment at the school.

Approval for the center was given in March 1989, and after renovations were completed and Commonwealth Social Services temporary licensure was secured, the facility opened in September, 1989. Enrollment grew at a steady pace, and talk of the first year's students going on to the sister school was heard by the administration early in the year. It was a good sign that the purpose of the school's origination was being fulfilled so early.

An interesting development that was not originally anticipated by this writer, the director of the pre-school, was the interest in the

pre-school as a job source for high schoolers in the sister K-12 school. It became immediately apparent that the center was going serve more than one purpose as a steady stream of eager, young high schoolers presented themselves as possible workers.

For forty years the sister school has been college preparatory. Students attending the Academy did so because they wanted an education that was superior to the one being provided by the public school system, and one that would equip them with excellent skills for college. During the last few years, this unspoken purpose has continued to the exclusion of all others. Students have had no opportunity to explore other possible career choices unless they have made a deliberate decision to go to a technical high school after morning sessions.

As the consultant initially contracted to conduct the feasibility study for the center, and later to design both the physical plant and the curriculum to be used here, this writer has become intimately aware of the needs of the children in both of the schools. In a community where the "average" family needs two incomes to survive, child care centers are seemingly on every corner. The opportunities for high schoolers to graduate and go to work in the child care center of their choice seems endless.

This writer became the director of the child care center two and one half years ago after conducting a feasibility study for the owner and while functioning as the physical education teacher at the K-12 facility.

This writer is an adjunct faculty member at the K-12 school presently teaching a course in child development while continuing to

function as the director of the pre-school. The role of the director for this center encompasses the total operation of the school in such functions as establishing philosophy and goals, program and curriculum planning, staff selection and training, fiscal planning and administration, admissions, and parent relations. With these roles has come the opportunity to recognize the needs that exist within both schools.

Chapter 2

PROBLEM STATEMENT

Problem Definition

Ten students in the K-12 facility who have had experience in babysitting and other modes of loving, custodial child care, had taken one semester of child development theory. However, they had been given no opportunity to translate that knowledge into interaction, and were, therefore, unprepared to provide the quality of educational nuturance, teaching, stimulation, and guidance necessary to be considered for entry-level positions at this child care center, or others in the area.

Evidence

To more accurately ascertain the percentage of high school students at the K-12 school that believed they had had some form of formal training in the area of child care, and to discover the percentage of those desirous of such training, a survey of the entire high school student body was conducted. (See Figure 1.)

A pretest, consisting of 104 questions, was given to the ten students interested in turning their child development class into a laboratory experience in order to accurately determine how much theoretical knowledge they could turn into practical without any training in that process. The results of that pretest follow. (See Table 1.)

Figure 1: Survey of Students Desiring Child Care Training

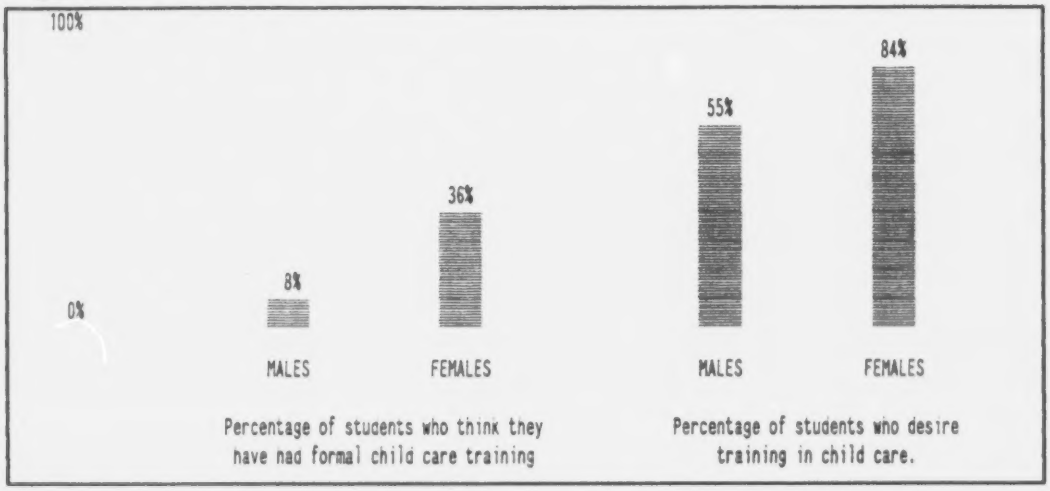


Table I: Student Pretest Scores

Student	Score
A	60
B	56
C	53
D	51
E	51
F	48
G	45
H	45
I	45
J	40
Average	49.4

An attitudinal survey also was conducted so that the ten students' present attitudes toward children could be established. Half of the students expressed a concern about how enjoyable they expected this experience to be. The entirety of their responses -- including their preconceptions concerning children -- are reflected in Table II.

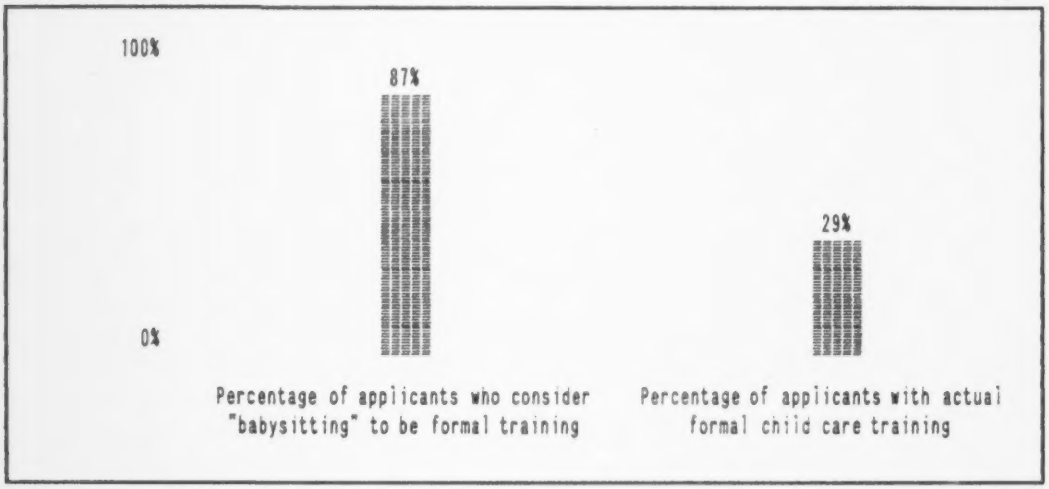
Table II: STUDENT ATTITUDES ABOUT CHILDREN

Question: "Do you..."	Yes	No	Sometimes	Don't Know
1. ...like to play with children?	7	0	3	0
2. ...think children have lots of energy?	9	0	1	0
3. ...think children break almost everything they touch?	1	3	6	0
4. ...think children are naturally mischievous?	2	1	6	1
5. ...think children are basically good?	4	0	5	1
6. ...think it is hard to be patient with children?	3	4	3	0
7. ...think all children are different?	10	0	0	0
8. ...like to help little children?	8	0	2	0
9. ...think you should let a child try to do a few things for themselves?	9	0	1	0
10. ...think "children should be seen and not heard"?	0	9	1	0
11. ...think children should eat/sleep according to schedule?	6	1	2	1
12. ...think it best to give a child what he wants to keep him quiet?	1	6	3	0
13. ...think you should spank a child to make him mind?	0	4	6	0
14. ...think children should play by themselves most of the time?	0	8	2	0
15. ...think a quiet child is a good child?	0	7	3	0
16. ...think you have to watch a child every minute?	6	2	2	0
17. ...think children always want to "tag along"?	3	4	3	0
18. ...think children get on your nerves?	0	4	6	0
19. ...get tired of all the questions children ask?	2	5	3	0
20. ...think children do most of their learning before they start kindergarten?	7	0	1	2
21. ...think children should make up stories?	8	0	2	0
22. ...go crazy when children repeat what they do or say?	2	4	4	0
23. ...think boys should play with dolls?	9	0	0	1
24. ...think children should be talked to a lot?	9	0	1	0
25. ...think play is important for learning?	10	0	0	0
26. ...think kids are mini-adults?	1	6	2	1
27. ...think kids take very little time?	1	6	2	1
28. ...think you can spoil a child with love?	5	4	1	0

This writer has kept all of the applications that have been submitted for jobs and/or possible positions at the center since its inception. The number of skilled/trained applicants among present high school students and recent graduates has been very small. The percentage of these applicants that has recorded any formal training received at the high school level through courses such as family life, Red Cross, home economics, or volunteer work in local hospitals,

recreation departments or schools, is similar to the percentage recorded at the sister school.

Figure 2: Student Perception of "Formal" Child Care Training



A phone survey of all the public and private schools in the local area was conducted. Not one of the private schools offered any classes in parenting, child development, or child care. Only the local public technical school offered child care as an option.

Analysis of Causes

After careful examination of the K-12 school records, the writer has ascertained that during no time in the history of the school has child development, child care, or any child related class been offered to the student body. Upon speaking with parents of past and present students, the current headmaster, and the board of directors, it was determined that this absence of classes in the field of early childhood education was -- and is -- due to two reasons. First, the school has

always been viewed as a college preparatory school whose classes are not perceived as part of child care preparation. Second, because the school is a private one, there is a limit to the number and scope of electives which can be offered on a budget that is deliberately designed to allow the school to maintain its traditionally low tuition rates.

The opportunity for ten students to receive a class in child development was made available only because this writer was available on campus, and, therefore, no additional expenditure was necessary to provide an elective course that was not necessarily college preparatory in nature.

Relationship to the Literature

> ...Training workers in the area of child care is critical for the existence of quality child care facilities. Many adolescents desire employment in this area and do not have the ambition or resources to receive training beyond high school. ("Child Care Curriculum Development," p.xv.)

In school systems across this country, "education for employability" has been recognized as important thrust. This was clearly stated by the state of Wisconsin's Department of Public Instruction in a document entitled "Education For Employment:"

> The social and economic development of a state depends in large measure on how effectively its resources are used to provide a work force geared to the needs of business and industry...Education for employment promotes economic development by attacking unemployment and underemployment. ...It impacts on entry level employees...and can reduce the number of students who drop out of school. (p.5)

Kenneth J. Tewel, in his article written for The American School Board Journal, supports this thrust by stating, "...students must be better prepared for employment." (p.26) When asked what skills needed more emphasis in our secondary schools, employers said:

* oral communication and speech
* technology (applied science)
* computer literacy and applied word/information processing
* job-specific occupational and entry skills
* work experience
* business economics
* human relations and decision making
("Education For Employment," p.3.)

They also stated, "There are certain basic knowledge and skills that a person entering the world of work must possess in order succeed and to achieve personal goals." (p. 3.)

> ... young people in post-industrial society are poor in experience, particularly experience of the adult world of work...this situation has serious consequences for the development of adolescents, making the transition to adulthood difficult. ("Day Care Youth Helper Program," p.2.)

In 1985, the New York Committee for Economic Development published a document entitled, "Investing in our Children." In it they stated, "We believe that it is appropriate and necessary to reassess the way in which schools prepare students to function in the work-force and in life." (p.15.) This statement emphasized the need for career education throughout our country. However, in many schools, career education gets only "lip service" because of the demands for more rigorous "basic academic training" in such areas as higher order thinking skills, critical analysis and written communication, and the demands of college oriented classes. This leaves little time in the student's day for such a seemingly "frivolous" thing as career education. (Tewel, p.26.)

> ...we believe it [the education system] must be rebuilt to match the drastic change needed in our economy if we are to prepare our children for productive lives in the 21st century...The cost of not doing so will be the steady erosion in the American standard of living. (" A Nation Prepared." p.14)

International economic competition, the changing nature of work itself, and our society's changing demographics strongly support the need for the restructuring -- not just repairing -- of our public education. The United States was once the leader in the industrial age, but the industrial age has given way to a technological/service age, and we are following, not leading. The basic skills considered prerequisite to employment in the past will not be enough for the workers of tomorrow. ("A Nation Prepared," p.14.)

Implicit in the educational mandate is the expectation that the school will encourage the student to excel. Equally strong is the unspoken expectation of the last twenty years -- that each student will go on to college to gain the necessary skills for satisfactory performance of his or her chosen career. Have high schools -- especially within the private sector -- been relieved of the responsibility of exposing their students to the wide range of experiences and skills which will enable them to choose career paths within which college preparation is not prerequisite? Has the non-college-oriented student been abandoned by the educational wayside? Is s/he equipped with the skills necessary to secure an entry-level position and to move beyond it? Can s/he, with solely the skills apprehended in high school, go on to find worthwhile employment, and the healthy, happy and productive adult life which provides the self-satisfaction necessary to make life worth living?

Chapter 3

GOALS AND OUTCOME OBJECTIVE

Goals and Objectives

This writer desired the ten students who had taken the child development course to, over a period of eighteen weeks, translate/apply the theoretical knowledge gained from that course into the practical application of a hands-on, early childhood education training situation.

The following goals were projected for this practicum:

1. Seven of the ten students will achieve a standard of proficiency in this discipline sufficient to acquire an entry-level, after-school job -- if they so desire.

2. All students will improve their pretest scores by no less than 10 points.

3. Eight of the ten students will rate this as a positive experience -- one that made them feel more comfortable and confident, and one that they would recommend to their peers at the K-12 facility.

Evaluation Methods

In order to effectively measure the amount of knowledge gained by the students in the area of child development, a pre-test and a post-test have been administered. The tests given before the start of the course and after its completion were exactly the same. This test was structured with a wide range of questions that encompassed a variety of areas including:

* art
* social studies
* science
* safety
* playgrounds
* arranging space in the classroom
* discipline

* positive and negative guidance
* storytelling
* working with parents
* development of the child socially, intellectually, physically, and emotionally
* developmentally appropriate, age-related skills
* food and snacks
* diseases
* gross-motor and fine motor skills

This evaluation tool was chosen to measure the amount of theoretical knowledged gained prior to the laboratory setting and to help determine if, in fact, a hands-on experience would help the students retains more information than the straight lecture method that had been used in the previous classroom-based course.

Attitudinal changes toward children were assessed through the use of entrance and exit interviews. Identical interview questions were used each time, thus enabling this writer to determine if pre-existing ideas about children could be changed by the students interaction with the pre-schoolers in guided, developmentally-appropriate ways. This writer also chose this particular evaluation tool so that each participant might have a personalized outlet for expression of his/her own opinions concerning the course.

Accurate determination of the students' ability to apply the developmental principles previously learned was be accomplished through the use of periodic observation and evaluation. Each student was observed by this writer for three to four minutes on each day that s/he was involved in an activity with a group of pre-schoolers. The students were in the pre-school classrooms every Wednesday, Thursday, and Friday after the first six weeks of the course. These daily, short observations enabled this writer to assess both the students ability and willingness to apply the skills learned in theory.

Chapter 4

SOLUTION STRATEGIES

Information Collection

Solutions to the problem of untrained or minimally trained high school students being unable to obtain an entry-level position in the field of child care can take two forms, reactive or proactive.

Head Start is a federally funded early childhood education program that recognized the need for trained workers during the earliest days of its 25 year history. Winifred Johnson, the education coordinator of -- and 24 year veteran with -- the local Head Start organization, shared during a personal interview with this writer the dissatisfaction the organization has experienced with the calibre of workers coming to it from the local high schools. Initially, the local program reacted to this frustration by developing its own training program. Then in 1975, it adopted the new *Child Development Associate Program* (CDA) produced by a nonprofit consortium established to develop and carry out a system for evaluating and credentialing child care workers on the basis of predetermined competencies. According to Mrs. Johnson, Head Start continues to use this training program today with great success. She "welcomed with open arms" the standards that the CDA has set for the industry of child care.

Unfortunately, Headstart -- along with many others -- discovered that they were not alone. "Business and industry spend billions of dollars each year training employees." (Tewel, p.27.)

Susan Dixon, author of the *Sing, Spell, Read and Write* curriculum, recently shared with this writer the enormous success her curriculum has experienced in the business world. Her *Sing, Spell, Read and Write* program was originally designed as a proactive program to help the new, young reader. Through her work within our prison systems, Mrs. Dixon was able to teach adults just as effectively. However, the adults were often embarrassed by the juvenile approach of the program. So, with the help of Teen Challenge, a drug rehabilitation program young adults, she was able to adapt the children's version into an adult version called *Winning*. Dobbs Food Service, which services all the major airlines in the nation, recently implemented *Winning* as a reactive method allowing them to help their employees in the home office of Atlanta, Georgia, to read. The program was so effective that it was then utilized in the Houston, Texas and Miami, Florida, kitchens, where the percentage of Hispanic employees is very high. The program was extraordinarily successful in teaching these skills to people who speak English as a second language. Soon, because of this success, Dobbs Food Services will be implementing this training program in the rest of their forty offices across this nation. Reactive, *post-factum* solutions to skill-deficit situations seem to be an important part of vocational training.

The Salvation Army Church, in conjunction with the New York Board of Education, is just one of the many organizations that have implemented a multiple service, campus-type, reactive program with outreach into the surrounding neighborhood. The church, concerned with the higher rate of child abuse and neglect cases that were coming to

them from high school drop-out teenage mothers within the local community, discussed their reactive solution to this problem in the document "Every Child and Family Matters."

> Overall the goal [of the program] is to help members of a specific high risk population become better parents...A variety of experiences are offered, particularly in the areas of child development, pre- and post-natal care, independent living skills, sex education, and methods of increasing understanding of self. (p.5.)

The Salvation Army has not only been reactive in its problem solving techniques but proactive also. They have implemented for its *Girl Guard Organization/Senior Brigade Program* a proactive approach called, "Education for Parenthood: All about Children."

> It was designed to provide the Guards with opportunity to learn about children, married and family life, and the responsibilities and challenges of parenting. ...preparation is made for working with children in the immediate future as well as possible careers with children... (p.5.)

Similarly, the Girl Scouts of America have developed a proactive program that helps girls work, and get in touch with, their own feelings about children. In cooperation with the Office of Child Development (DHEW), they have developed "The Education for Parenthood Child Development Guide" as a curriculum designed to encourage Girl Scouts to choose various activities relating to observing and working with children, drawing conclusions based on their own experiences and evidence; choosing their own activities and projects; creating projects and putting them into action; and sharing their experiences and ideas with children, adults, and teens. (Richardson, p.iii)

The most prevalent proactive program to help prepare students in the care of children is done in the formal, education-based curriculum

found in public school systems across this nation. The schools, wherever possible, have taken a proactive position in educating students for use of future life skills -- especially for professions dealing with children. The following is from a bulletin published jointly by the Louisiana Technical University and Ruston College of Home Economics:

> One of the greatest challenges of educators is to continue to provide learning experiences that help students function at a higher level of competence, meet the demands of the changing society, and perform effectively in their careers... Educators recognize the importance of teaching materials that is personally relevant to students and that helps students understand themselves and others better... ("Child Care Curriculum Development," p.xv.)

This mission statement is indicative of those found in similar curriculum guides in school systems from Louisiana to Canada, from New Jersey to Alaska. All of these systems recognize the need for "life skills" preparation for our future workforce.

Another proactive method of equipping students with knowledge in the field of child care was done by the National Commission on Resources for Youth (NCRY). They initiated the *Day Care Youth Helper Program* (DCYHP) at a number of demonstration sites across the country. "DCYHP is designed to provide young people of high school and junior high age the chance to work with pre-school children through field experience in daycare centers..." (p.1.) This program gives the students a "hands-on" approach to learning that quickly immerses them in the field. In their opinion, this program will eventually encourage young people to become responsible adults by giving them real responsibility and challenge as teenagers, and for some it may help to define a future vocation. Another natural outgrowth of this type of program will be that it

teaches parenting skills and attitudes toward young children. (p.3)

> The Child Development course is offered so that high school students might observe, work with, learn about and learn to enjoy children...the course provides a combination of regularly scheduled class sessions and a playschool laboratory in which the student can explore the physical, intellectual, social and emotional development of the preschool child...In addition, the experience of planning for, observing and leading activities in the on-campus playschool helps prepare the high school student for entry level positions in the field of child care. ("Child Development: Objectives, Activities and Resources." p.7.)

The aforementioned, proactive program was designed by the Northern Valley Regional High School District in Closter, NJ, as a course to prepare students for entry-level positions in the field of child care.

State government is also seeing the wisdom of early, proactive intervention. This was clearly stated by the governor of this writer's state during a recent speech given at an Advocacy Day held at the capital. The governor stated that, " ...every one dollar spent on a child before he/she is school age saves this state four dollars and fifty cents of intervention later."

A proactive solution strategy to the problem of students having little or no training for entry-level positions within the child care field is being addressed in the Commonwealth of Virginia through a program called, "Family Life." During a phone interview with Lillian Shearin, the commonwealth's Family Life Curriculum Coordinator, it was shared with this writer that even though the program is in its infancy within the commonwealth, it has come "under fire." Those who have been against the program have been so because they think it does not provide the skills it was indicated that it would, believe it is not values-

neutral, but that it espouses humanism, are concerned that it does not provide for same-sex discussions of sensitive sexual subjects, and contend that it provides, at-best, limited information on parenting skills and no training in child care. Even though this program is only in its second year of implementation, House Bill #1474 was introduced in this commonwealth's General Assembly on January 17, 1991 to provide for the elimination of this program.

While in conversation with Winifred Johnson, education coordinator for the local Head Start program, this writer asked her, "How effective do you think the CDA competencies would be for training high schoolers? Is the material too complex for their age level?" Mrs. Johnson responded that the majority of those whom she has trained over the years with the CDA program were either high school graduates only, or had not completed high school at all. In her opinion, with only slight revisions the CDA program would be excellent for use in a high school setting.

Solution Strategy

The course of study developed for the secondary level regional schools in Closter, NJ, -- a combination of regularly scheduled class sessions and a playschool laboratory -- would be, in this writer's opinion, an excellent solution strategy for her ten high school students. This is so because it has been her experience that on-the-job type training, when reinforced with formal, education-based curriculum, produces a higher retention and greater satisfaction for those involved in the program.

This writer was the teacher for the students both in the classroom and in the pre-school. She created a curriculum that drew on the CDA competencies, various textbooks such as Working With Children by Judy Herr, curriculum used by the Closter, NJ school system, the "Child Care Curriculum" developed by Ruston College of Home Economics, the "Course of Study for the Student Aides for Kindergarten Teachers Program: A Tenth, Eleventh, and Twelfth Grade Supervised Internship" developed by the Montgomery County Pubic School system in Rockville, MD, and the "V-TECS Guide for Child Care Workers" by Ronald Elliott and Robert Benson for The South Carolina State Department of Education.

Participation in the program was restricted to the ten students who had the one semester course in child development offered in the first semester of the school year. Since the center had three age groups, each in its own classroom, this allowed three to four students to be in each classroom without "overloading" the room or the teacher(s) in it. The students were rotated between the different pre-school classrooms on a daily basis so that they had the experience of developing activities that could be used, with modification, with all the age levels. This enabled them to understand the abilities and differences of each age on a first hand basis, and helped them become attuned to the differences in rate of development that can take place within the same age group. This experience turned out to be the one that fascinated them the most. They never seemed to tire of discussing the difference among children within the same classroom.

The amount of time spent in the high-school classroom doing

preparatory work for the preschool varied from week to week. This writer increased the amount of time spent in the preschool as the weeks went on, with the last twelve weeks consisting of a ratio of one day in the high-school classroom, one day devoted to preparation of activities to be used in the pre-school, and three days actually in the pre-school.

Students took this class during the morning hours of operation of the pre-school. This enabled them to be in the pre-school with the children at a time of the day when the children were fresh and the most cooperative. The director, this writer, required the help of her pre-school teachers in supervision and evaluation of the students' work, and distributed to the pre-school teachers the lesson plans for the high-school students one week in advance, thus allowing the teachers to plan their week so that easy integration of the two programs could be accomplished. Teachers knew at plan distribution of any projects or homemade activities that the students would be using with the children.

Implementation Plan

Week one:

Administer pretest and entrance interview.
Discussed the development of the "whole" child.
Discussed the social, emotional, physical, and intellectual development of two,three, four, and five year olds.
Presented information of good bulletin board displays as a communication tool with parents and a teaching aid for the students.
Presented different low cost ways to develop bulletin boards.
Had students do the three main bulletin boards in the preschool. Each board was assigned to a group of students. Guidelines for its completion were given.

Week two:

Critiqued bulletin boards and discussed the role they play in the school. (ie.,language development, parent communications.)
Discussed what the students think a parent is looking for when looking for child care?

Discussed what the students think constitutes quality child care.
Discussed what the state licensing requirements are.
Discussed the role of the parent and what role the student feels the parent plays in influencing the child.
Discussed the parent involvement in the child's school.

Week three:

Pre-schoolers were scheduled to go to the circus in two weeks so students assigned to develop another bulletin board around that theme using overhead projector and only the materials that they could find in the school. No store bought items were allowed. Three-D was encouraged through the use of feathers, pom-poms, balloons, etc.
Discussed CDA competency I--functional area two: Safety -- parents number 1 concern.
Discussed "how-to" establish and maintain a safe healthy, learning environment.

Week four:

Discussed Room Arrangement--passed out handout that discussed the purpose of certain room arrangements. Discussed how well planned space should: promote interesting play, provide choices, and lessen behavior problems. Space should also meet the developmental needs and interests of the children along with program goals. Children need space to build, move sort, create, pretend, work and interact. Homework was a "Principles of arranging space" maze.
Observe in classroom and graph out where each piece of equipment is and why do they feel the teacher arranged the classroom the way they did. Suggest possible changes.
What is the value of that planned space and how can it affect children? Work on "Arranging Space" puzzle.
How much space does the licensing laws say we must have? How does color affect the environment?
Create a colorful decoration for the classroom. Homework - "What are the responses to color?"

Week five:

Discussed Competency I--functional area two: health. Students were shown how to promote good health ad nutrition and provide an environment that contributes to the prevention of illness. Discussed health policies around hygiene, food preparation, emergencies, sudden illness and first aid training.
What do we do with a sick child?
Can a sick child be in school?
Emphasized our responsibility to protect, maintain, and improve children's health.

Discussed -- medical exams, immunizations, medications, napping, emergency procedures, personal hygiene, food transmitted diseases, food poisoning, first aid for: wounds, abrasions, cuts, punctures, bites, and burns. Homework --First Aid Crossword. Passed out emergency situation cards and had students analyze and solve.

Competency I--functional area three: learning environment was introduced. Discussed any areas not covered in the arranging space module included the supportive environment and center-based curriculum.

What should the teacher do to have the learning environment add in the development of the "whole child?"

Introduced classroom rules--explained the importance of rules, reasons for rules, and methods for enforcing rules. Focused on the fact that rules should focus on actions and behaviors that reflect the goals of the center. Homework-"Rule Pyramid."

Week six:

Continued to discuss classroom rules and stressed the importance of consistency.

Implemented CDA competency area III--to support social and emotional development and provide positive guidance--Functional area ten: guidance.

Students were to provide a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group. Students learned the basics of building guidance skills. Outlined the goals of effective guidance. Taught the principles that guidance is a complex process that consists of direct and indirect actions by an adult. Stressed that effective guidance should maintain a child's self-esteem, and produce growth or desired change in a child. Stressed -- self-control is the long-term goal of guidance.

Discussed various direct guidance principles for the classroom such as: use of simple language, speaking in a relaxed voice, be positive, offer choices with care, encourage independence and cooperation, be firm, be consistent, provide time for change, consider feelings, and intervene when necessary. Homework-positive guidance worksheet.

Discussed the meaning and use of indirect guidance such as; suggesting, prompting, persuading, redirecting, modeling listening, ignoring and warning.

Observe those skills in the classroom.

Discuss praise.

Presented guidance problems. Alerted students to situations and feelings that cause tension in children, helped them identify behaviors that result from tension, and presented ways to help children deal with tension.

Observe and record guidance problems in the classroom.

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Week seven:

Introduced CDA competency II--functional area four: physical. The students were provided a variety of equipment, activities, and opportunities t promote the physical development of the child. Fine and gross motor activities were discussed along with the five senses.

The students were asked to devise an activity that helped the children to advance physically. This activity was to be used indoors and was to be adaptable to the three age groups.

Students implemented the activities in the classroom.

Week eight:

Continued with unit on physical development.

Students were asked to design three age appropriate, outdoor activities that encourage large motor skills, fine motor skills, and/or the use of the senses.

(Note: students will be encourage to use music and movement in at least one of the indoor and one of the outdoor activities)

Week nine:

CDA competency II--functional area five: cognitive development was introduced. Students were expected to provide activities and opportunities that encouraged curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. During this week this was to be accomplished through the use of pre-math activities.

The goals of early math experiences were discussed. These experiences should help form concepts such as color and shape recognition, classification, measurement, counting, time, temperature, space and volume concepts. The students understood that math concepts are taught informally in day-to-day activities rather than formally taught as they would be in an elementary school setting.

The students designed activities with pre-math skills in 3 of the following areas, color concepts, shape concepts, classification, matching, sets, counting, identifying numerals, space concepts, size concepts, seriation, volume concepts, time concepts and temperature concepts.

Implemented them in the classroom.

Week ten:

Continued with cognitive development through the use of science. Science was approached as the study of natural processes and their products. In order for children to understand their world, they must actively explore and question, therefore science is most effectively approached as a hands-on process.

Science activities should offer children the chance to: observe, note differences and likenesses, solve problems, collect samples, and develop new interests and skills.

Developing a child's understanding of the senses, color concepts, water concepts, food and how the body uses it, growth, body concepts, air, wheels, magnets and animals are all areas that could be explored within the realm of science.

Field trip to local college planetarium with students and pre-schoolers. Critiqued the show and discussed how the pre-schoolers received it.

Students picked an area of interest and designed and implemented that activity in the classroom.

Week eleven:

Continued cognitive development competency through language development.

Explained "whole language"

Discussed the storytelling experience. Discuss reading out loud to children, handling interruptions, maintaining interest, ending the story.

Had students select a book from the library that is age appropriate.

Discussed use of puppets for stories, flannel boards, tapes, film strips, and flip charts.

Discussed the role of language in social and emotional development.

Each student designed and presented a "whole language" unit to the children.

Week twelve:

Explored CDA competency III--functional area eight: self.

Self-concept was introduced as part of social studies.

Explained cognitive development through social studies.

Discussed the CDA self-concept that, "All children need a physically and emotionally secure environment that supports their developing self-knowledge, self-control and self-esteem and at the same time, encourages respect for the feelings and rights of others." ("Preschool Caregivers in Center-Based Programs," p.29)

Each student designed an activity and then implemented it in the classroom that helped the children develop their understanding of themselves.

Week thirteen:

Continued to explore the area of social studies experiences.

Discussed other social studies concepts, including multi-cultural concepts, inter-generational concepts, governmental concepts, ecology concepts, change concepts, and geography concepts.

Had students design and implement a social studies project that dealt with on of the concept areas discussed.

Week fourteen:

Reviewed CDA competency III--functional area: social.
Introduced "play as children's work" and the role of play in social development.
Discussed the stages of play and at what age the different stages could be expected.
Introduced the role of play in cognitive and language development.
Reviewed the notion that children can learn through play and that theory's origin with Frobel.
Discussed the role of social development for children entering kindergarten. Is the learning of rules part of social development?
Discussed how to facilitate play among children and the role the teacher plays in that process.
Had students introduce a play theme and design activities around that theme.

Week fifteen:

Introduced CDA competency III--functional area seven: Creative.
Students were encouraged to provide opportunities that stimulated the children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.
Discussed how art experiences affect physical, social, emotional, and intellectual growth.
Outlined at least three ways to guide art experiences.
Explained the stages of art skill development.
Made tempera paint, paste, and play dough using recipes that could be used in the pre-school classroom.
Students were asked to design and implement a creative activity with the pre-schoolers in the area of art, dance, music or any other pre-approved area with in the realm of creativity.

Week sixteen:

Introduced nutritional concepts to teach in the young childhood setting.
Field trip to dairy. Shared with students the pre-conceived ideas that pre-schoolers have concerning where milk comes from and what parts of the human body needs milk.
Outlined the procedure for conducting cooking experiences.
Named and shared simple recipes for the children in the various age groups.
Students were asked to help the pre-schoolers prepare their own snacks using a simple recipe.

Week seventeen:

Students were asked to design three different activities that incorporated the use of different centers from different areas already covered to date and then implement.
Field trip to Portsmouth Children's Museum.

Week eighteen:
Wrap up
Posttest
Exit interview

The only deviation from the timetable occurred when this writer did not allow for the inevitable changes in school schedules due to assemblies, Stanford Achievement Testing, and field trips for other classes. Consequently, there were some weeks when the students were not able to be in the pre-school for three days of implementation. Some weeks, interactive settings were limited to two days, and on one occasion it was limited to only one day. Upon comparing the subject areas with a higher rate of missed questions on the post-test with the weeks where the student were not in the pre-school the usual amount of time, it did appear that this had an adverse effect on the ability of the students to fully grasp the subject for that week.

This writer chose to implement her proposed solution for an entire semester so that the students involved could have an adequate amount of time to acquire the skills this writer desired for them. Also, this gave the students an entire semester course that could be added to their high school transcripts under the heading of Social Sciences.

Chapter 5

RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND DISSEMINATION

Results

This practicum was designed to provide a "hands-on," early childhood education, training experience that would allow the ten students who had taken the previous semester's child development course to translate and apply the theoretical knowledge gained from that course in an interactive, laboratory setting. The method chosen for implementation took the form of regularly-scheduled class sessions combined with implementation in the preschool classroom. "On-the-job" type training reinforced the formal, theoretically-based educational curriculum of the classroom, thus yielding a higher retention of information along with a more enjoyable, cross-generational experience for all participants.

The problem of the lack of opportunity to translate early childhood development knowledge into developmentally appropriate interaction useful for securing an entry-level position was proven by means of a child development knowledge pre/post test administered before and after the eighteen week semester. Attitudinal entrance and exit interviews helped this writer to ascertain whether preconceived ideas about children were held by the students, and -- if there were -- whether they were then changed in any way because of the time spent weekly in the lab setting. Daily observations of the students working with the pre-schoolers gave this writer an opportunity to see first hand whether they were able to translate and apply the theoretical

information already given.

The group was comprised of eight teenage girls and two teenage boys. One of the boys stated he was in the class because he enjoyed his pre-school age niece and nephew and wanted to know more. The other boy stated he was in the class only because he needed another social science credit to graduate, and this one fit into his schedule. All eight of the girls stated they were there to learn more about children.

Evaluation of the pretest and posttest results yielded the following results:

Table III: Student Pretest and Posttest Scores

Student	Pretest Score	Posttest Score	Variance
A	60	67	+7
B	56	72	+16
C	53	73	+20
D	51	68	+17
E	51	62	+11
F	48	53	+6
G	45	62	+17
H	45	55	+10
I	45	66	+21
J	40	71	+31

Average pretest score 49.4
Average posttest score 64.9
Average overall improvement . . . 15.5

The pre/posttest was a combination of multiple choice, true/false, and matching questions. Although the overall improvement was noteworthy, this writer was none-the-less disappointed by the students' scores in general. It is believed that the lower-than-expected scores can be attributed to two factors.

First, upon comparing questions missed by the students, it was

discovered that several of the questions were missed by everyone, with the highest percentage being in the true/false category. This writer, upon re-examining these questions, has decided that they were either poorly written or misleading in some other way and therefore should be either deleted or re-worded at a more appropriate level for high school age students. Additionally, some of the more frequently missed items dealt with subjects covered during weeks when the students could not spend the usual amount of time in the classroom because of assemblies, holidays, field trips, and testing.

The second possible factor could be the fact that no emphasis was placed on the test, and consequently, because the grade on the test had no bearing on the final course grade, no energy was invested into it by the students. Of course, one might take the position that the test truly discovered what the students will retain long after the memories of this course have faded.

The exit attitudinal interview also revealed some positive changes as can be seen in Table IV. It was rewarding for this writer to see that more positive and appropriate attitudes were shown by the students at the end of their experience. In fact, this was a definite high point for her.

At the end of the exit attitudinal interview, four questions were asked of each student in an attempt to personalize the overall experience. The first asked, "What is your general feeling about children?" Seven students responded that they "loved them," two said they "liked them," and one was undecided. The second question was, "Has

Table IV: STUDENT ATTITUDES ABOUT CHILDREN INTERVIEW COMPARISON

Question: "Do you..."	Yes	No	Sometimes	Don't Know
1. ...like to play with children?	7/8	0	3/2	0
2. ...think children have lots of energy?	9/10	0	1/0	0
3. ...think children break almost everything they touch?	1/0	3/4	6/6	0
4. ...think children are naturally mischievous?	2/2	1/4	6/4	1/0
5. ...think children are basically good?	4/8	0	5/2	1
6. ...think it is hard to be patient with children?	3/2	4/3	3/5	0
7. ...think all children are different?	10/10	0	0	0
8. ...like to help little children?	8/9	0/1	2/0	0
9. ...think you should let a child try to do a few things for themselves?	9/10	0	1/0	0
10. ...think "children should be seen and not heard"?	0	9/10	1/0	0
11. ...think children should eat/sleep according to schedule?	6/8	1/0	2/1	1/1
12. ...think it best to give a child what he wants to keep him quiet?	1/0	6/8	3/2	0
13. ...think you should spank a child to make him mind?	0	4/3	6/7	0
14. ...think children should play by themselves most of the time?	0	8/7	2/3	0
15. ...think a quiet child is a good child?	0	7/6	3/4	0
16. ...think you have to watch a child every minute?	6/4	2/2	2/4	0
17. ...think children always want to "tag along"?	3/3	4/3	3/4	0
18. ...think children get on your nerves?	0/1	4/5	6/4	0
19. ...get tired of all the questions children ask?	2/1	5/5	3/4	0
20. ...think children do most of their learning before they start kindergarten?	7/8	0/1	1/0	2/1
21. ...think children should make up stories?	8/7	0	2/3	0
22. ...go crazy when children repeat what they do or say?	2/2	4/5	4/3	0
23. ...think boys should play with dolls?	9/9	0	0/1	1/0
24. ...think children should be talked to a lot?	9/8	0	1/2	0
25. ...think play is important for learning?	10/10	0	0	0
26. ...think kids are mini-adults?	1/2	6/5	2/3	1/0
27. ...think kids take very little time?	1/0	6/8	2/2	1/0
28. ...think you can spoil a child with love?	5/3	4/6	1/1	0

this course changed your attitude toward children?" Five students responded, "NO" and five responded, "YES." One student added that she understood and respected children more because of this course, while a second stated that she has found them to be far more enjoyable than she had originally expected. A third student noted that they (the pre-schoolers) were less of "a pain" then she thought before the course. Question #3 was, "Would you recommend this course to classmates?" All ten students responded, "YES." with one student adding that she would

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recommend the class to anyone who expected to be a parent in the future. The final question was, "Would you take this class again?" Nine students answered "YES," and one said "NO."

Conclusions

The preceding data leads this writer to the conclusion that the "hands-on" training program was a success even though the three intended objectives, namely:

1. Seven of the ten students will achieve a high enough proficiency in this area to use this training to acquire an entry-level, after-school job -- if they so desire.

2. All students will improve their pretest scores by no less than 10 points.

3. Eight of the ten students will rate this as a positive experience -- one that made them feel more comfortable and confident, and one that they would recommend to their peers at the K-12 facility.

were not met exactly as stated.

An overall increase in the child development test scores of 15.5% was achieved by the students, although not each of the ten students was able to improve his/her pre-test scores by ten points. Regardless, this seems to illustrate that the students were able to translate/apply, to a greater or lesser degree, the theoretical knowledge previously learned.

The data from the daily observations of the students would also support this finding. When this writer was observing the students interaction in the preschool classrooms, it became obvious as the weeks went by that the students were more at ease with the process and more confident in whatever activity they had planned for the day. Their ability to discipline improved, and their guidance techniques became more diversified. They were able to adapt previous activities to new

situations as they began to see how many of the activities planned were interdependent. They all developed favorite classrooms and favorite children. There was definite growth by all students; some more than others.

The third objective,

> Eight of the ten students will rate this as a positive experience -- one that made them feel more comfortable and confident, and one that they would recommend to their peers at the K-12 facility,

" was not exactly met in that eight of the ten students did not directly state that they felt more comfortable and confident because of the experience, even though that was evident to this writer during the weekly class observations. Still, all of the students did state that they would recommend the class to their peers, and nine of the students said they would take it again.

> Seven of the ten students will achieve a high enough proficiency in this area to use this training to acquire an entry-level, after-school job -- if they so desire.

This stated objective has already produced results. One of the students has secured an afterschool job taking care of two school age children. The stated reason she was chosen for the job rather than an interested college student was because the "kids loved her" and liked all the things she talked about doing with them. A second student secured a job at the sister school as an aide in the elementary-school-age summer camp program. A third has made a definite commitment to the field of early childhood education, and is presently in the process of taking her first CDA competency offered through a local college, even though she is only starting her senior year in high school. Four other

students would be strong candidates for entry-level jobs in the field of early childhood care if they so desired.

This writer found great satisfaction in preparing and implementing this "hands-on" training program. Giving students life-impacting skills was very gratifying. The biggest drawback was a personal feeling of a distinct lack of time almost every day. The class time seemed much too short, and all too often this writer felt rushed to accomplish all that had been planned.

The pre and post test data as well as the classroom observations and attitudinal interview demonstrate that the total "hands-on" course implemented in this practicum was successful and helpful to the students.

Recommendations

Some aspects of this practicum could be improved. The weekly lessons on different subject areas were rushed. The average high school class time is 40 minutes in duration. Because there is no flexibility in this timetable, two alternatives are proposed by this writer. The first is to keep the course as a one semester course -- as originally designed -- and remove or combine two weeks' activities so that areas such as play can be dealt with more fully.

A second choice would be to enlarge the scope of the course and extend it to two semesters. This writer would recommend the latter so that a more comprehensive job could be done.

Typically, as a high school student gets closer and closer to the summer break, he/she become more and more distractible, and less and less results-oriented. Because of this regularly occurring phenomena,

this writer recommends that the weeks that are less intense, such as play, gross motor, snacks, and arts-and-crafts, be moved to the end of the semester. This would allow the students to "gear-down" without affecting the quality of interaction the pre-schoolers are receiving.

It is recommended that weekly quizzes be given on Mondays. This was not done by this writer, but she believes that it would help to reinforce the activities that were learned the week before as well as to enhance the retention of those skills. In fact, this writer did no testing of any kind except for the pre/post test, and she feels that was an error.

More time was needed to discuss what happened in the lab classroom. Each of the students had funny anecdotes to share, and there never seemed to be enough time to do that. If more time were allotted for such activity, perhaps valuable experiences could have been shared instead of lost.

The students witnessed almost no parent involvement. Though the pre-school states that "the parent is the primary educator," this was not apparent. The students needed to see parents in the classroom helping with activities, making snacks, developing a special story-time, or contributing in some other way. Many of the high-school students have parents who are not involved in their education. With that as a parenting example, chances are high that they too, when placed in a parenting role, will not be involved in their children's education. In a societal setting in which parental rights and responsibilities seem to be being abandoned to the schools, it seems to this writer that an example must be set that reclaims those parental rights and says,

"parents have the primary responsibility for their child's education and development, and must take an active part in it."

Videotaping of the preschool activities would have been fun, and helpful to the students. With that tool, students in the class could critique the strong and weak points of each other's performance while gaining insight into each other's style in the classroom. However, it is this writer's opinion that this could only be done if the class were to be extended to two semesters.

Dissemination

The use of this practicum as a regular part of the K-12 school's course offerings during the second semester of each school year is being planned. For those students interested in children, this will allow them to have a first-hand experience early enough in their lives to consider a potential career in the child care field.

During the phone survey that was conducted to determine the availability of child care classes in public and private schools, two other private schools were identified as having a pre-school on their campus with no training classes in place for the high schoolers in the sister schools. Now that this training has been completed on site, these two other schools will be contacted to see if they would be interested in implementing the same program in their facility with this writer's assistance.

In addition, this writer hopes to work with the public school system to present this course to those students considered "at risk" as potential drop-outs in order to give them marketable skills. Others that may be included in this group would be teen-age mothers. This

population often has unrealistic expectations of what parenting will be like, which, when coupled with a lack of knowledge concerning what is and is not developmentally appropriate, results in a higher occurrence of child abuse.

Finally, this writer anticipates that there will be other opportunities for wide dissemination of this practicum which have not, so far, been conceived of.

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Appendix A

Child Care Training Survey

Please circle one: Male Female
Please circle one: Freshman Sophomore Junior Senior

Do you feel that students and their parents see Ryan Academy of Norfolk as a college preparatory school? [ ] Yes [ ] No

Do you feel that others in the community see the Academy as a college preparatory school? [ ] Yes [ ] No

Do you think that the Academy should make available, in at least an elective form, classes that would provide job skills to those students who will not be going on to college for one reason or another? [ ] Yes [ ] No

What type of job/life skill classes would you like to see added to the curriculum?

Have you had any formal child care training? [ ] Yes [ ] No

If you have, what specifically was it?

Do you think that child *development* classes should be one of the electives made available on a regular basis at Ryan Academy of Norfolk? [ ] Yes [ ] No

Do you think child *care* classes should be an available elective at Ryan Academy? [ ] Yes [ ] No

If child care was provided as an elective in the Academy curriculum, would you be interested enough in the subject to participate in at least one semester of the program? [ ] Yes [ ] No

If you did take a practical class in child care skills which focused not only on theory, but on day-to-day application, do you think you might enjoy it enough to continue with the subject? [ ]Yes [ ] No

Do you think that if you participated in child care classes you might discover other areas within the field of early childhood education that you would be interested in? [ ] Yes [ ] No

Appendix B

Attitudinal Interview

HOW DO YOU FEEL ABOUT CHILDREN?

DO YOU:	YES	NO	SOMETIMES	DON'T KNOW
1. like to play with children?				
2. think children have lots of energy?				
3. think children break almost everything they touch?				
4. think children are naturally mischievous?				
5. think children are basically good?				
6. think it is hard to be patient with children?				
7. think all children are different?				
8. like to help little children?				
9. think you should let a child try to do a few things for themselves?				
10. think "children should be seen and not heard"?				
11. think children should eat and sleep according to schedule?				
12. think it best to give a child what he wants to keep him quiet?				
13. think you should spank a child to make him mind?				
14. think children should play by themselves most of the time?				
15. think a quiet child is a good child?				
16. think you have to watch a child every minute?				
17. think children always want to "tag along"?				
18. think children get on your nerves?				
19. get tired of all the question children ask?				
20. think children do most of their learning before they start kindergarten?				

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21. think children should make up stories?

22. go crazy when children repeat what they do or say?

23. think boys should play with dolls?

24. think children should be talked to a lot?

25. think play is important for learning?

26. think kids are mini-adults?

27. think kids take very little time?

28. think you can spoil a child with love?

29. What is your general feeling about children?

Appendix C

Child Development Test

1. During early childhood the child develops:
   a. motor skills
   b. social skills
   c. A sense of self
   d. all of the above

2. Young children learn best when they are:
   a. punished
   b. shamed
   c. ignored
   d. valued

3. An appropriate developmental curriculum:
   a. emphasizes all areas of development
   b. must be developed by day care directors
   c. should be designed for the teachers and parents
   d. emphasizes intellectual and physical growth

4. A two-year-old usually can:
   a. copy a cross
   b. scribble
   c. cut five-inch squares of paper in two
   d. built towers with 10 to 12 blocks

5. A two-year-old is most likely to play:
   a. by sharing toys with other children
   b. by acting out experiences of other children
   c. next to, but not cooperatively with, other children
   d. organized games

6. Two-year-old children tend to be
   a. sociable
   b. agreeable
   c. negative
   d. accepting

7. Physically, a three-year-old usually masters:
   a. jumping in place
   b. walking on toes
   c. throwing a ball without falling
   d. walking heel-to-toe for four steps

8. Typical self-help skills developed by a three-year-old include:
   a. cooperating with dressing
   b. removing shoes
   c. putting on shoes
   d. working small buttons and hooks

9. Three-year-olds are frequently:
   a. negative
   b. possessive
   c. pushing other children
   d. agreeable

10. The four-year-old can:
   a. throw a ball overhand
   b. march to music
   c. climb fences
   d. rollerskate

11. By four years of age, most children can complete:
   a. a three-piece puzzle
   b. a five-piece puzzle
   c. a ten-piece puzzle
   d. a twelve-piece puzzle

12. The five-year-old usually can:
   a. recognize numerals 1 through 10
   b. rote count from 1 through 30
   c. recognize square and rectangle shapes
   d. write numerals 1 through 10

13. Effective rules are:
   a. focused on undesirable behavior
   b. long
   c. written in a language for adults
   d. stated in terms of expected behavior

14. Undesirable behavior should be:
   a. observed
   b. disregarded
   c. stopped
   d. ignored

15. For individual children, rules should be:
   a. inflexible
   b. rigid
   c. adaptable
   d. inconsistent

16. Uncooperative teachers have children who are more:
    a. calm
    b. curious
    c. cooperative
    d. disruptive

17. A form of indirect guidance is:
    a. patting
    b. smiling
    c. putting out new games
    d. saying, "It's time to eat lunch."

18. Which of the following is not a guidance principle?
    a. be positive
    b. be consistent
    c. consider feelings
    d. intervene frequently

19. Praise should not be:
    a. age appropriate
    b. provided verbally
    c. delayed
    d. used without establishing eye contact

20. Prompting should be:
    a. critical
    b. simple
    c. conveyed in an emotional manner
    d. complex

21. Warnings should be provided:
    a. four times
    b. once
    c. twice
    d. as often as necessary

22. A major goal of child guidance is to help children develop feelings of:
    a. authority
    b. justice
    c. self-respect
    d. inferiority

23. The highest number of tantrums usually occur at about:
    a. one and two
    b. two and three
    c. three and four
    d. four and five

24. Shades of colors children prefer up to age six include:
    a. blue and green
    b. purple and blue
    c. purple and green
    d. orange and red

25. The best shaped playground is:
    a. s-shaped
    b. rectangle
    c. l-shaped
    d. u-shaped

26. The amount of play yard cover with equipment should not exceed:
    a. one-quarter
    b. three-quarters
    c. one-half
    d. one-eighth

27. Electrical fires are classified as:
    a. class A
    b. class B
    c. class C
    d. class D

28. Class A fires do not include:
    a. fabrics
    b. paper
    c. plastics
    d. paints

29. The percentage of strangers who are child offenders range from:
    a. 90-95%
    b. 75-80%
    c. 40-50%
    d. 10-15%

30 The percentage of obese children under six years of age is:
    a. 8%
    b. 14%
    c. 20%
    d. 5%

31. A chief nutrient in the grain group is:
    a. iron
    b. carbohydrates
    c. vitamin c
    d. phosphorus

32. Children should be kept at home when their temperature exceeds:
    a. 97 degrees
    b. 99 degrees
    c. 101 degrees
    d. 103 degrees

33. Infectious symptoms include:
    a. swollen lymph nodes
    b. bright eyes
    c. red cheeks
    d. excitability

34. Head lice feed on:
    a. hair
    b. human blood
    c. skin of the scalp
    d. oil of the scalp

35. Drawing of animals appear at what age?
    a. 15 months to 3 years
    b. 2 to 4 years
    c. 3 to 4 years
    d. 4 to 5 years

36. Which of the following have been shown to have a negative effect on children's creativity?
    a. coloring books
    b. finger paints
    c. play dough
    d. paste

37. Toddlers' play can be classified as:
    a. cooperative
    b. parallel
    c. interactive
    d. solitary

38. The first shape that can be copied by most children is:
    a. circles
    b. triangles
    c. squares
    d. rectangles

39. Evan can kick and catch a ball. He goes downstairs with alternating feet. Evan can sort objects by color and shape. These characteristics are typical of which stage:
    a. newborn
    b. infant
    c. toddler
    d. pre-school
    e. kindergarten

40. Match the activities to the developmental area:

a. climbing a tree
b. reading a story to Dad
c. playing catch w/ a friend
d. eating a carrot
e. putting a puzzle together
f. throwing a tantrum
g. laughing at a funny face
h. sharing a snack

EMOTIONAL__ __

SOCIAL __ __ __

PHYSICAL__ __ __ __ __

INTELLECTUAL __ __

41. What statement is true about development?
    a. Twins develop at exactly the same rate
    b. All babies walk by one year of age
    c. Development speeds up for children once they go to school
    d. Development progresses at a different rate for every child
    e. Development is pre-determined and can't be changed

42. Which factor is least likely to influence a child's development?
    a. pollution in the atmosphere
    b. a nurturing family
    c. hereditary traits
    d. nutrition
    e. size of bedroom

43. When do you think that an immediate reprimand is appropriate?

44. Intelligence exists without language in the
    a. concrete operational stage
    b. pre-operational stage
    c. sensorimotor stage

True/False

1._____Early childhood covers a period from birth to five years of age.
2._____Physical development refers to the child's coordination, stamina, and flexibility.
3._____Emotional development involves self-knowledge.
4._____The materials that teachers provide in the classroom have a strong effect on children's learning.
5._____Development is from head to toe.
6._____All children develop at the same rate.
7._____2 year olds are possessive.
8._____A two-year-old is usually able to throw a ball. without falling.
9._____Two-year-olds are beginning to use one hand consistently for most activities.
10._____Two-year-olds develop the skill of dressing before undressing.
11._____The three-year-old is able to solve simple problems.
12._____By the end of the third year, organized play with other children emerges.
13._____A four-year-old can understand five-step commands.
14._____Concepts such as fat, short, tallest, and same size should be included in the curriculum for four-year-olds.
15._____The five-year-olds vocabulary usually is about 100 words.
16._____The five-year-old can usually dial his or her telephone number correctly.
17._____Rules help children develop self-control.
18._____Undesirable behavior should be immediately stopped.
19._____To maintain interest, try to purchase only one of each one-of-a-kind toy.
20._____Toys should be selected on the basis of the child's chronological age.
21._____Equipment should not exceed twice the height of the children.
22._____To properly supervise children, keep your back facing a wall.
23._____Children should only be left unattended for very short periods of time.
24._____Education is a secondary function in an early childhood program.
25._____Only a child's age determines his or her activity level.
26._____Bacteria prefer acid food.
27._____Muscular pain is one symptom of food poisoning.
28._____Exercise increases insulin requirements for the diabetic child.
29._____There are 4 stages through which a child progresses in developing art abilities.

30._____Socio-dramatic play is a form of play in which one child imitates others.
31_____By age two, socio-dramatic pay is usually observed.
32._____The play of three-year-olds involves personification.
33._____ Giving human traits to nonliving objects is projection.

Matching -- the first 10 should be matched with a,b,c,or d

1._____Refers to the expression of feelings
2._____Refers to body growth
3._____Refers to thinking skills
4._____Refers to the ability to get along with others
5._____Refers to coordination
6._____Involves interacting with others
7._____Involves problem solving
8._____Is enriched through hands-on activities
9._____Involves self-knowledge
10._____Refers to stamina

a. physical development
b. emotional development
c. social development
d. intellectual development

1_____Substance that induces vomiting.

2_____Formal document outlining the law.

3_____Not giving children the basic needs of life.

4_____Mental harm to a child's self-concept.

5_____Includes fondling and indecent exposure.

6_____Designed to protect children.

a. emetic

b. emotional abuse

c. neglect

d. privacy law

e. statute

f. sexual abuse